

4 month reporting date 7/29/07
8 month reporting date 11/29/07
12 month completion date 3/29/08

Canton School District Improvement Plan/Progress Report Form

Principle : 3 Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of Compliance: Needs Assistance

ARSD 24:05:25:04.02 Determination of needed evaluation data. As part of an initial evaluation, if appropriate, the individual education program team required by § 24:05:27:01.01 and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall:

(1) Review existing evaluation data on the child, including:

(a) Evaluations and information provided by the parents of the child;

Canton School District has not consistently documented parental input into the evaluation planning process.

Transition evaluations are being administered without consent from parents, and evaluations listed on the prior notice are not being given.

Functional evaluations were not found in all evaluations and they lacked skill specific information needed to develop the Present Levels of Academic Achievement and Functional Performance.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide appropriate written notice and obtain informed consent before assessments are administered to a child. Functional skill specific evaluations will be completed on each child in the area of suspected disability.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

The district will ensure parents are given appropriate prior written notice and give informed consent for all evaluations administered to their child. Parents will have an opportunity to have input into the evaluation process before it begins, and this will be documented.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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1. What will the district do to improve? The teachers will attend an in-service on prior notice, functional evaluations. What data will be given to SEP to verify this objective? The date of the in-service and those attending will be submitted to the Special Education Programs.			(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
2. What will the district do to improve? The Special Education Director will review the files of all students being evaluated as part of their initial evaluation or 3-year evaluation and verify parent input into the evaluation, as well as all evaluations on the prior notice were given, and there were none given that were not on the prior notice. What data will be given to SEP to verify this objective? The district shall report the number of evaluations completed and will report the number of prior notices showing parent input and the correct evaluations completed.			
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>3. What will the district do to improve? The Special Education Director will review all files of initial and reevaluations to ensure functional assessments are completed on each student.</p> <p>What data will be given to SEP to verify this objective? The director will report the number of files checked and the number containing skill specific functional information.</p>			
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 3 Appropriate Evalaution

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of Compliance: Needs intervention

ARSD 24:05:30:04 Prior notice and parent consent

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before:

- (1) Reviewing existing data as part of an evaluation or reevaluation; or
- (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

ARSD 24:05:25:04 Evaluation procedures

School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

Five students did not have correct documentation of evaluation for the category reported to the SEP.
 Students 1 and 25 are reported as students with Other Health Impaired. The scores did not support this disability.

Students 3, 19, and 23 are reported as students with Autism. They do not meet the criteria for Autism.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
Each of the students identified by the SEP as lacking in appropriate documentation will have their evaluation information reviewed formally by the IEP team.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The Canton district will ensure that evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure that all students are appropriately evaluated for eligibility and evaluations are appropriately documented.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? Each of the five students identified by the SEP as lacking in appropriate documentation will have their evaluation information reviewed formally by the IEP team. What data will be given to SEP to verify this objective? The district will submit written summary of the actions taken for each of the five students listed in the final report. The documentation will show scores and other relevant information for eligibility determination.			(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 Individualized Educational Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Present level of academic achievement and functional performance and annual goals

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of educational performance, including:
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:

The monitoring team found student files lacked the required content in the present levels of academic achievement and functional performance (PLAAFPs including specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input. File reviews indicated functional assessments are not being completed on every student to acquire the skill-based information to develop present levels of performance and academic functional performance for students eligible for special education services. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period. For example, "Will continue to improve his communication skills by starting conversations and maintaining eye contact with people." "Use appropriate pragmatic language skills in 4 of 5 opportunities on 3 consecutive days." "Will write a paragraph that has a beginning, middle and end." "Will add and subtract fractions with unlike decimals."

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

IEPs written by the district will have all required content including skill specific present levels of performance including strengths, needs along with how the disability affects the student's involvement in the general curriculum and parent input. Annual goals will be skill specific for a 12 month period including condition, performance, and criteria.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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<p>1. What will the district do to improve? The staff will have training on functional assessments, present levels of performance, and goal writing.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP on the dates of the training staff in attendance and agenda.</p>			(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? All IEPs written will have PLAAFs that include functional skill based information, strengths, needs, how the disability affects involvement in the regular education classroom, and parent input. The goals will be skill specific for a twelve month timeline.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of IEPs checked and the percentage of IEPs that have appropriate content, including PLAAFP, and functional information.</p>			
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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3. What will the district do to improve? A random check of each teacher's student IEPs will be done in each reporting period to verify goals are skill specific and attainable for a 12 month period. What data will be given to SEP to verify this objective? The district will report the number of IEPs checked and the percentage of IEPs that had measurable skill specific goals.			
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 Individualized Educational Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, and supports, to address the behavior.

In several student files reviewed, behavioral assessment and/or present levels of academic achievement and functional performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked that behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students with any behavior concerns will have it addressed under the consideration of special factors section in the IEP.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? A random check of each teacher's student IEPs will be done in each reporting period to verify that consideration of special factors has occurred concentrating on the area of behavior impeding learning.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of IEPs checked and the percentage of IEPs that have appropriate content.</p>			(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			